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Why to start with Organization of Dots

Commentary to the film “Organization of dots”

Organization of Dots is usually the **first instrument** presented to students when starting the intervention with FIE. It helps to establish **the reflective, interactive** (with lot of questioning and discussions), **intentional** approach during the work. Pupils are offered a friendly environment for learning to phrase or verbalize the problems they are working on and the solutions to themselves, which is as important as the process of realization.

The goal in the instrument Organization of Dots (Standard and Basic) is to organize the dots in the cloud according to a given model. It means that we must project relationships among the individual dots and connect the dots that create exactly the same shapes of the same size as in a model. The shapes may rotate or overlap one another. The tasks require:

- Projection of virtual relationships,
- Conservation of constancy,
- Visual transport (of the model into the cloud of dots)
- Precision and accuracy,
- Summative behavior,
- Planning and restraint of impulsivity,
- Discrimination,
- Segregation of proximate elements.

In this video we can see work on page 1A of Organization of Dots. The lesson starts with a short summary of the work on a previous page 1 discussing particularly hidden, not obvious, clues. Introduction to new page 1A starts with comparison of pages 1 and 1A. This is a very important moment in mediated learning experience as **comparing** two pages - the task we already solved with the task we want to solve - helps us **to realize what our experience is** and how can we **utilize it**. It is easier for students then to learn new skills or ideas that in some way relate to their past experience.

Besides the abovementioned cognitive functions, the mediation has also focused on:

- Systematic exploratory behavior (parameters of squares and triangle)
- Need for precision and accuracy in data gathering (measuring by using a piece of paper)
- Comparative behavior (page with page, task with task, shapes on the page)
- Planning behavior (work-plan)
- Precision and accuracy in communicating responses



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Through variety of situations children acquire an approach to learning and the ability to use specific thinking skills in a variety of experiences. This is ensured by transcendence – one of the essential aspects of mediation. Children connect what they are doing now to something they recall or imagine – they go beyond.

Mediation enables children to learn to think – initially using fundamental and eventually increasingly higher-level thinking skills.